

Carle Illinois College of Medicine Non-Tenured Clinical Faculty Tracks Appointment and Promotion Policy

Owner Department: Department of Clinical Sciences and Office of Faculty Affairs and Development

Owner: Head, Clinical Sciences Department and Associate Dean for Faculty Affairs and Development

Affected Department(s) or Parties: All Clinical Sciences Faculty in the Carle Illinois College of Medicine.

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I. INTRODUCTION

This document presents criteria and procedures applicable to the appointment and promotion of non-tenured clinical faculty in the Carle Illinois College of Medicine – University of Illinois at Urbana Champaign.

This document is intended to be consistent with standards and procedures for academic rank as described in the University of Illinois Statutes and Provost Communications for the University of Illinois at Urbana-Champaign. Should there be inconsistencies, the Statutes and the Provost Communications shall prevail.

The following areas are discussed:

SECTION II. Clinical Faculty Track (non-tenure)/Standards for Rank

SECTION III. Clinical Academic Faculty Track (non-tenure)/Standards for Rank

SECTION IV. Documentation of Qualifications

SECTION V. Procedures for Appointment and Promotion

SECTION VI. Other Considerations

II. CLINICAL FACULTY TRACK (non-tenure)

A. DEFINITION OF CLINICAL FACULTY

This track is intended for faculty who are primarily involved in patient care and teaching and have little or no involvement in research. To be eligible for this track, a faculty

member typically will have an appointment at the Carle Foundation Hospital or other Carle Illinois clinical affiliate as well as the Carle Illinois College of Medicine. Faculty in this track have a 0% FTE (but not 0% effort), non-tenured appointment at the Carle Illinois College of Medicine. Appointment in the clinical track is on an annual basis and notice of non-reappointment is not required.

Appointment or promotion of faculty in the Clinical Track depends primarily on patient care and on stature in the practice of medicine, as well as, contributions to the teaching activities at the College. Since individuals in this track usually have major professional commitments outside the University, comprehensive contributions to the College are not expected. Instead, demonstrated excellence in patient care will generally meet promotional requirements.

Although institutional citizenship and collegiality will not be used as an independent criteria for promotion, these positive attributes characterize the ability of a faculty member to effectively contribute to exemplary scholarship, teaching and service. A commitment to these values and principles can be demonstrated by constructive responses to and participation in Carle Illinois initiatives. Examples include participation in faculty governance, participation in faculty development activities, timely completion/submission of student evaluations and assessments, adherence to principles of responsible conduct of research, and constructive conduct and behavior during the discharge of duties, responsibilities and authority.

B. CLINICAL FACULTY RANKS

It is understood that each subsequent rank includes all of the elements of the previous rank.

Clinical Instructor:

1. Faculty at the Clinical Instructor rank have completed an MD, DO, or appropriate advanced degree and participate in the educational programs of the College, in particular, in lecture, tutorial, or clerkship activities.
2. Faculty at this rank should demonstrate a commitment to clinical service and participate in the educational programs at Carle or the College of Medicine.

Clinical Assistant Professor:

1. Faculty at the Clinical Assistant Professor rank have a conferred doctoral degree and have completed at least three post-doctoral, residency or fellowship years.
2. Faculty in clinical practice appointed at this rank should be board-certified, boardeligible or hold certification appropriate to their focus area, when applicable.
3. Faculty appointed at this rank must have teaching or instructional experience, demonstrate a commitment to assuming teaching duties, and show promise of making curricular, research, and/or service contributions to the college and the discipline.

4. Additionally, appointed faculty must demonstrate and adhere to high standards of professionalism, ethical behavioral, and citizenship, as defined by the college.

Clinical Associate Professor:

1. Faculty at this rank should meet the criteria for Assistant and should ordinarily have completed at least five years as a Clinical Assistant Professor or equivalent at the time the review for promotion is initiated, although early promotion may be considered. There is no automatic promotion to the clinical associate professor level based solely on years in rank. Documentation of excellence is required.
2. Faculty at this rank should have demonstrated the likelihood of developing a high quality practice, and should have attained a reputation of excellence at the local level.
3. Faculty also should have demonstrated sustained commitment to the educational program at Carle or other clinical affiliate, UIUC, or the College by accepting ongoing teaching assignments. It is expected that expertise and excellence will be demonstrated in the performance of such responsibilities.

Clinical Professor:

1. Faculty at this rank should meet the criteria for Associate and should ordinarily have completed at least five years as an Associate Professor or equivalent at the time the review for promotion is initiated, although early promotion may be considered. This rank signifies an extremely high level of professional accomplishment and is not awarded solely based upon years in rank. Documentation of excellence is required.
2. Faculty at this rank should have demonstrated involvement in the mission of their department and the College. This rank may be used to recognize sustained contributions in the practice of medicine which bring stature to the College or teaching excellence. Faculty should have received peer recognition at the regional level for their achievements.
3. Administrative service contributions will be considered for promotion in this track and should include participation and/or leadership in committees at the departmental, clinical service line, course/clerkship, or local/regional community levels; national or international recognition is certainly recognized but not expected.
4. A limited number of senior faculty who do not have a national or international reputation may be considered for promotion to Clinical Professor if review of their service demonstrates contributions to the Carle Illinois as an individual who is integral to the fabric and function of the school.

III. CLINICAL ACADEMIC FACULTY TRACK (non-tenure)

A. DEFINITION OF CLINICAL ACADEMIC FACULTY

This track is used for faculty with a defined role or effort in support of specific research and/or teaching functions in the college. To be eligible for this track, a faculty member must have an appointment at the Carle Foundation Hospital or other Carle Illinois clinical affiliate as well as the Carle Illinois College of Medicine. Faculty in this track have

a 0% FTE (but not 0% effort), non-tenured appointment at the Carle Illinois College of Medicine. Appointment in the clinical track is on an annual basis and notice of non-reappointment is not required.

Clinical Academic faculty of the Carle Illinois College of Medicine are normally in one of the following sub-tracks: Clinical Research (CR) or Clinical Teaching (CT). Criteria for the Clinical Research (CR) Track and the Clinical Teaching (CT) Track emphasize excellence in different areas, as described in detail later in this document. While recommendations for appointments and promotions must signify the track and the track designation as a part of official college records, there is no public distinction in terminology of titles in the Clinical Academic Tracks.

B. ACADEMIC CLINICAL RESEARCH (CR) FACULTY RANKS

This sub-track is for faculty with a primary commitment to, and demonstrated excellence in support of research and scholarly activities in addition to patient care. Appointment or promotion of faculty in the Clinical Research (CR) Track depends primarily on achievement in scholarly research and may include excellence in teaching and/or service activity. The hallmark of academic achievement is the generation of new knowledge through creative and original research, and excellence in this area is usually the primary basis for promotion. The quality of publications, consistency of performance, and the extent of involvement of the candidate in research are more important than overall quantity of research output. Invited papers presented at scholarly meetings and conferences, research seminars presented at other institutions, and service on national scientific advisory boards are additional criteria for promotion in the Clinical Research (CR) Track.

Occasionally, the primary basis for promotion may be excellence in teaching and contributions to the mission of the department and College, although in such cases prominent research activity is also expected. Service to the University is an important faculty responsibility and is therefore a factor in appointment and promotion considerations, but it is not sufficient for promotion in the absence of research activity and excellence in teaching. The receipt of external funds for research and other scholarly pursuits is encouraged but not required for promotion in this track.

Clinical Research Instructor:

1. Faculty at this rank should have an earned doctoral degree. Clinicians should have completed three years of residency or fellowship training years and be boardcertified, board-eligible or hold certification appropriate to their focus area, when applicable.
2. Faculty at this rank should demonstrate a commitment to research, teaching, and service including patient care where applicable. Faculty should participate in the educational programs at Carle and the College, in particular, in lecture, tutorial, or clerkship activities.

3. An appointment as an Instructor should be given for a relatively short period of time (such as two years or less), after which faculty members at this rank should be considered for promotion to Assistant Professor.

Clinical Research Assistant Professor:

1. Clinicians should be board certified. Faculty at this rank should meet the criteria for Instructor and normally, will have completed at least two years of postdoctoral experience and have participated in the educational programs of the College or will have had comparable educational experience in another institution. Faculty at this rank should have demonstrated evidence of original research in the form of publications in refereed journals and demonstrated commitment to teaching.

Clinical Research Associate Professor:

1. Faculty at this rank should meet the criteria for Assistant and should ordinarily have completed at least five years as an Assistant Professor or equivalent at the time the review for promotion is initiated, although early promotion may be considered.
2. This rank signifies a high level of professional accomplishment and a significant commitment by the faculty member to the University's programs. There is no automatic promotion to the associate professor level based solely on years in rank. Documentation of excellence is required. Establishment of a research program is a fundamental requirement for promotion.
3. Faculty at this rank should have a reputation as outstanding in their area of expertise, in disciplines beyond direct patient care. They will also have a record of significant scholarship and recognition and/or leadership in one of the following: (1) scholarly research activity and recognition at a regional level or above; (2) teaching and recognition of this excellence at a regional level or above; and (3) service to the Carle Illinois College of Medicine, University of Illinois at Urbana-Champaign, Carle Health System, other Carle Illinois clinical affiliate, or local/regional community that advances the Carle Illinois mission of education, health, and innovation. When considering scholarly activity, peer-reviewed publications, presentations, and leadership in professional societies should be recognized at a regional level or above.
4. In addition to showing excellence in these areas, faculty should demonstrate sustained commitment to the educational program of the College. Commitment will typically be evidenced by acceptance and quality of ongoing teaching assignments and by indicators that support the likelihood of sustained contributions.
5. Teaching contributions should extend beyond simple participation in College of Medicine course/clerkship activities and should include development and implementation of innovative teaching methods and curricular programs and/or improvements in department level measurable educational objectives.

Clinical Research Professor:

1. Faculty at this rank should meet the criteria for Associate and should ordinarily have completed at least five years as an Associate Professor or equivalent at the time the review for promotion is initiated, although early promotion may be considered.
2. This rank signifies an extremely high level of professional accomplishment and is not awarded solely based upon years in rank. Documentation of excellence is required.
3. Faculty at this rank should have demonstrated continuing excellence in both research teaching and should have shown significant innovation in their work. They should have demonstrated national and/or international leadership in their fields which brings recognition and enhanced stature to the University.
4. Faculty at this rank, in addition to being excellent clinicians, have sustained contributions in their teaching, clinical excellence or service that is recognized at the national level.
5. All faculty appointed or promoted to the rank of professor must, along with one or more areas of excellence, demonstrate promise fulfilled with evidence of appropriate accomplishment in one or more of the other categories of faculty activity (i.e., teaching, clinical excellence, or service), and, should have demonstrated involvement in the mission of their department and the College. This rank may be used to recognize sustained teaching excellence or contributions in the practice of medicine which bring stature to the College and/or the discipline. Faculty should have received peer recognition at the national level for their achievements.
6. Clinical contributions will be of a substantial nature with convincing evidence that that the candidate's work has gained a national or international impact and recognition for clinical excellence and innovation since being appointed to the rank of Associate Professor.
7. Participation in quality improvement programs should include development and implementation of innovative improvement initiatives at the institutional or healthcare system level. Documentation of objective measurements of quality improvement is required.
8. Teaching contributions should extend beyond courses/clerkship leadership and should include activities such as curriculum development, innovative teaching methods, and programs that result in college-wide improvements in measurable educational objectives.
9. Administrative service contributions should include participation and/or leadership in institutional board-level committees, College of Medicine executive leadership positions, or national/international organizations.

C. ACADEMIC CLINICAL TEACHING (CT) FACULTY RANKS

This sub-track is for clinical faculty with a primary commitment to, and demonstrated excellence in instruction and curricular activities in addition to patient care and service activities. Promotion in this track is achieved through the development and/or application of creative advances in medical care, the fostering of such clinical care in students through teaching excellence, and scholarly activity, in education or in the advancement of medical practice, leading to publications.

It is expected that individuals being appointed or promoted in the Clinical Teaching (CT) Track will be excellent clinicians and instructors. The development of a quality practice, which is used as a base for teaching students and residents, enabling the faculty member to serve as a role model and providing the opportunity for the development of new clinical approaches and technologies is of major importance when performance is evaluated. Affirmation of the high quality of clinical practice may be used as an indication of peer recognition. Articles in refereed journals, case reports, review articles, abstracts, and book chapters may be considered to meet the requirement for publications in this track. The candidate need not be the senior author, but evidence of significant involvement in the work or in the preparation of the publications should be provided. The publications considered adequate to meet this requirement are fewer than in the CR Track. Quality of publications is more important than overall quantity. Presentation of papers at scholarly meetings or conferences, especially when the papers are screened by a review committee, or participation in national and/or international meetings or organization of sessions for such meetings are important criteria for promotion. The receipt of external funds for research and other scholarly pursuits is encouraged but not required for promotion in this track.

Clinical Teaching Instructor:

1. Faculty at this rank should have an earned doctoral degree. Clinicians should have completed three years of residency or fellowship training years and be board-certified, board-eligible or hold certification appropriate to their focus area, when applicable.

Clinical Teaching Assistant Professor:

1. Faculty at this rank should meet the criteria for Instructor and normally will have completed at least two years of postdoctoral experience and have participated in the educational programs of the College or will have had comparable educational experience in another institution.
2. Faculty at this rank should demonstrate a commitment to excellence in teaching and patient care as well as participate in research activities.

Clinical Teaching Associate Professor:

1. Faculty at this rank should meet the criteria for Assistant and should ordinarily have completed at least five years as an Assistant Professor or equivalent at the time the review for promotion is initiated, although early promotion may be considered. This rank signifies a high level of professional accomplishment and a significant commitment by the faculty member to the University's programs. There is no automatic promotion to the associate professor level based solely on years in rank. Documentation of excellence is required.
2. Faculty at this rank should have a record of significant recognition and/or leadership in two of the following: (1) teaching and recognition of this excellence at a regional level or above; (2) convincing documentation of clinical excellence at the regional level or above that demonstrates a reputation external to our organization as "best

- in class”; or (3) service to the Carle Illinois College of Medicine, University of Illinois at Urbana-Champaign, Carle Health System, other Carle Illinois clinical affiliate, or local/regional community that advances the Carle Illinois mission of education, health, and innovation.
3. In addition to showing excellence in these areas, faculty should demonstrate sustained commitment to the educational program of the College. Commitment will typically be evidenced by acceptance and quality of ongoing teaching assignments and by indicators that support the likelihood of sustained contributions.
 4. Teaching contributions should extend beyond simple participation in College of Medicine course/clerkship activities and should include development and implementation of innovative teaching methods and curricular programs and/or improvements in department level measurable educational objectives.
 5. When including participation in patient care quality improvement programs as contributory evidence for promotion, faculty involvement should include leadership and direction of quality improvement initiatives at the clinical division, medical director, or institutional level. Documentation of objective measurements of quality improvement are recommended and encouraged. Peer reviewed publications of quality initiatives, although not required, would be viewed favorably.

Clinical Teaching Professor:

1. Faculty at this rank should meet the criteria for Associate and should ordinarily have completed at least five years as an Associate Professor or equivalent at the time the review for promotion is initiated, although early promotion may be considered. This rank signifies an extremely high level of professional accomplishment and is not awarded solely based upon years in rank. Documentation of excellence is required.
2. Faculty at this rank, in addition to being excellent clinicians, have sustained contributions in their teaching, clinical excellence or service that is recognized at the national level.
3. All faculty appointed or promoted to the rank of clinical professor must, along with one or more areas of excellence, demonstrate promise fulfilled with evidence of appropriate accomplishment in one or more of the other categories of faculty activity (i.e., teaching, clinical excellence, or service), and, should have demonstrated involvement in the mission of their department and the College. This rank may be used to recognize sustained teaching excellence or contributions in the practice of medicine which bring stature to the College and/or the discipline. Faculty should have received peer recognition at the national level for their achievements.
4. Clinical contributions will be of a substantial nature with convincing evidence that the candidate’s work has gained a national or international impact and recognition for clinical excellence and innovation since being appointed to the rank of Associate Professor.
5. Participation in quality improvement programs should include development and implementation of innovative improvement initiatives at the institutional or healthcare system level. Documentation of objective measurements of quality improvement is required.

6. Teaching contributions should extend beyond courses/clerkship leadership and should include activities such as curriculum development, innovative teaching methods, and programs that result in college-wide improvements in measurable educational objectives.
7. Administrative service contributions should include participation and/or leadership in institutional board-level committees, College of Medicine executive leadership positions, or national/international organizations.

IV. DEMONSTRATION OF QUALIFICATIONS

The intent of this section is to describe the evidence that is evaluated and assessed when a faculty member is considered for a given academic rank. Documentation will be required for contributions in research, teaching, and service, including patient care where applicable.

A. RESEARCH AND SCHOLARSHIP

Research involves an organized system of measurement, observation and comparison. Scholarly activity, of which research is a part, includes work that is disseminated publicly, judged by one's peers to be creative or innovative and has impact within its field. In addition to traditional research reports in peer reviewed journal articles, documentation of scholarship may include such things as presentations, posters, and education materials in peer-reviewed repositories.

Educational scholarship, like other types of scholarship, also involves an organized system of measurement and observation, and subsequent dissemination of the results in peer-reviewed venues, on topics such as curriculum development, advising/mentoring, assessment of learners, and education administration and leadership. Teaching excellence is not, by itself, educational scholarship.

While indices of scholarly activity may differ by discipline and by rank, evidence of achievement includes:

1. **Publications.** The quality of publications, the consistency of productivity, and the number of publications are all factors which will be considered. Considerations in judging the quality of scholarly work include whether or not the journals are refereed, the number of authors, and the role of the candidate in the execution of a project. It is recognized that disciplines have different norms for order of authorship, and an explanation of the norms for the candidate's discipline should be provided.

Publications which are not yet in print but have been accepted should be appropriately documented.

2. **Support for Research.** The organization and execution of a creative, productive, and sustained research program provide significant evidence of scholarly capabilities. Grants obtained as a principal investigator after peer review at the national level are particularly important for appointment or promotion to the rank of Associate Professor or Professor in the Academic Tracks. Other types of research grants which will contribute to the scientific body of knowledge are also important. In view of the

decreasing percentage of funded applications, unfunded grants which are favorably reviewed may be taken into account.

3. **Adoption of practices or products by one's peers.**
4. **Presentations at Scholarly Meetings and Conferences.** Research stature can be assessed, in part, by invited papers presented at scholarly meetings and conferences. In addition, papers given at meetings or conferences which have been screened by a review committee should be indicated. Invitations to participate in national or international meetings or to organize sessions for such meetings are evidence of peer recognition of research accomplishments.
5. **Appointment to Editorial Boards of Professional Journals.** Service on editorial boards of professional journals or as peer reviewers of manuscripts provides evidence of the candidate's stature within his/her discipline.
6. **Invited Seminars.** A list of research seminars given by the candidate at other institutions provides evidence of research stature.
7. **Service on National Scientific Advisory Boards.** Service on study sections for the NIH, NSF, or other national research advisory boards provides evidence of national stature in a research field.
8. **Election to office in national scientific organizations.**
9. **National or International Awards from the candidate's discipline or specialty.**
10. **Service as a consultant,** to the extent that this benefits the institution, academia, the profession or society at large (not the individual).

B. TEACHING

The evidence to be used in judging teaching performance for all faculty members are listed below. It is expected that those individuals who are being recommended for promotion primarily on the basis of excellence in teaching will be able to document excellence in these areas. Documentation of teaching excellence includes:

1. **Student Performance.** Objective measures, particularly external, of student progress in the courses in which the candidate teaches provide evidence of teaching achievement.
2. **Systematic and Standardized Student/Resident Evaluation of Instruction.** Student/resident evaluation of teaching is the responsibility of departments and should encompass classroom/laboratory teaching assessment and clinical teaching assessment. The standard College assessment forms should be used and qualitative information compared to departmental norms.
3. **Peer Appraisal of Instruction.** Peer evaluation of teaching is the responsibility of departments and should encompass classroom/laboratory teaching assessment and clinical teaching assessment. Standard College assessment forms include ratings of teaching performance by peer observation, a validity check through an interview form to be used with students immediately following peer observation, and evaluation of the faculty member's assessment of written materials of students.
4. **Instructional Material and Methodology.** Faculty members should provide a written description of new teaching methods or subject matter, curriculum development or

innovation including the objectives, the reasons why a new teaching method is being introduced, and comparing the new or non-traditional approach with conventional methods. The evaluation of new or non-traditional teaching methods or subject matter will be done by peers and department heads using a standard College assessment form.

5. **Teaching Responsibilities.** A list of the candidate's specific teaching responsibilities, including the number of contact hours, preparation hours and committee work hours, provides valuable information about the candidate's commitment to teaching. The teaching workload over a number of years indicates the scope and quantity of activity.
6. **Awards for Teaching Excellence.** A list of awards received by the candidate for excellence in teaching provides another measure of the candidate's teaching ability.

C. PATIENT CARE AND RELATED CLINICAL ACTIVITIES

If quantitative data are provided for clinical activity, norms should also be included.

Indicators of excellence in clinical affairs include the following:

1. Evidence of peer recognition in the community as a consultant or a primary provider as assessed by patient referrals. The department head/chair may obtain written documentation from clinical colleagues in the community as a means of documenting recognition.
2. Development, documentation, and evaluation of innovative patient care activities, new techniques and breakthroughs.
3. Membership on advisory committees of and consultantships to hospitals and educational, clinical, or other similar institutions.
4. Programs of national, state, or local professional organizations which the candidate organized or in which he/she participated. Maintenance of board certification.

D. SERVICE

In evaluating a faculty member's service contributions, letters from the department head/chair, senior department members, deans, peers on committees, or committee chairpersons specifically in regard to the faculty member's service performance may be provided. Evidence of University service includes:

1. Administration of a department or other formally organized unit of instruction or of a clinical service.
2. Director of special departmental or interdepartmental training or research programs.
3. Service as a class or student advisor.
4. Member of department, program, College, or University governing bodies.
5. Member or chairperson of department, program, College, or University committees.
6. Representative of the department, program, College, or University to outside agencies.
7. Chairperson of course committees.

8. Participation in the design or delivery of continuing medical education programs. A list of such programs and the candidate's role and documentation concerning the quality of the candidate's contributions should be submitted.
9. Appointment or election to offices in local, regional and national medical societies.

V. PROCEDURES FOR APPOINTMENT AND PROMOTION

Initial Appointment:

Recommendations for appointment are usually initiated by the Department Head, Academic Medical Director or Clerkship Director. Faculty being considered additionally include items 1-3 below. The collated elements are reviewed by the departmental Appointment, Promotions, and Tenure (APT) Committee.

1. a clear, brief, and concise narrative statement (<1/2 page) of the relevant expertise that the candidate brings to the college.
2. a brief description of the specific proposed role of the candidate within the college.
3. an up-to-date CV. While there is not a specific format required at this time, nominees may be asked to standardize CVs in the future.
- 4). a brief statement from the nominator supporting the appointment and the rank.
For college faculty, this typically would come from the Head or the Associate Dean.

Final recommendations for appointment and promotion are then sent to the college Appointments, Promotions, and Tenure Committee (APT) for review and recommendation. Recommendations of the APT are reviewed by the Faculty Executive Committee (FEC), and ultimately transmitted to the Dean for final approval. Recommendations for initial appointment at the Clinical Associate or Clinical Full Professor rank and/or appointment of individuals who do not currently hold a faculty appointment with the University will be sent to the Provost Office for approval. Recommendations for subsequent promotion within the clinical faculty track will be sent to the Provost Office for administrative review and to the Board of Trustees for approval. Candidates for promotion who report directly to the Dean will have a first level review by the Carle Illinois APT (with recommendations to the FEC and Dean), a second level review conducted by a committee in the Provost's office, and with an administrative review provided by the Chancellor's office prior to submission to the Board of Trustees for their approval.

The Department Head of Clinical Sciences may initiate a review for promotion consideration at the appropriate time interval from the faculty member's initial appointment or last promotion, or, upon the request of the faculty member. A clinical instructor, clinical assistant professor, or clinical associate professor may request consideration for promotion at any regular promotions cycle.

Promotion:

Promotion will be considered based on the sustained contributions, accomplishment, and promise of the faculty member. Faculty will initially be considered for promotion no later than the sixth year of service at the clinical assistant professor level. There is no mandatory

time limit to be considered for promotion from the clinical associate to the clinical full professor rank. A more rigorous review will typically occur during the faculty member's third year of service after initial appointment to assess their overall development as a clinical faculty member, including prospects for being recommended for promotion.

Time in rank cannot be the primary factor related to any promotion decision. Promotion will not be considered merely for lengthy and acceptable service. There is no required period of time by which promotion must be achieved at any rank in this track; promotion is not a requirement of continued service, and the faculty member may remain at the initial rank indefinitely.

The term of appointment for the rank of clinical instructor clinical assistant, clinical associate, and clinical professors is typically one year with an annual review and consideration for reappointment. Reappointment is not automatic, but requires review of the faculty member's performance and a recommendation based upon the member's contributions to the Carle Illinois on a yearly basis. There is no limit on the number of appointments that may be made by the College in this track.

Decisions to not reappoint require a letter to the faculty member from the Department Head describing the timing of the remaining appointment. These courtesy notification of non-reappointment letters should be given to the faculty member as soon as practicable but preferably no less than 60 days prior to the end of the appointment.

Initial appointment as clinical instructor or clinical assistant professor can be based on a CV; other documents that substantiate the requirements for these positions defined above may also be considered but are not required. Initial appointment to the rank of clinical associate professor or clinical professor for faculty who hold similar academic ranks at one of the Association of American Universities (AAU) will be based on a CV and may also include review of other documents that substantiate the requirements for these positions defined above, without the need for external letters of evaluation. Initial appointment to the rank of clinical associate professor or clinical professor for faculty who do not hold a prior academic rank or hold a similar academic rank at an academic institution which is not included in the Association of American Universities (AAU) will be based on a CV and external letters of evaluation and may also include review of other documents that substantiate the requirements for these positions defined above. Promotion to the rank of clinical associate or clinical professor requires a promotion dossier, a current CV, and letters of evaluation from clinical peers, preferably externally, but that may include clinical faculty at Carle Illinois College of Medicine with similar or higher academic rank who are familiar with the faculty achievements. The guidelines for creating the dossier and evidence to be collected and assembled for promotion evaluation are documented in Provost Communication #26, PROMOTION TO TEACHING, RESEARCH OR CLINICAL ASSOCIATE OR FULL PROFESSOR TITLES.

Carle Illinois expects that when a department forwards the dossier of a candidate for review and has recommended promotion, every diligent effort has been made to ensure that the qualifications of the candidate meet or exceed applicable criteria.

VI. OTHER CONSIDERATIONS

A. REVIEW DURING PROBATIONARY PERIOD

Review during the probationary period will be conducted in accordance with Campus and University policies and regulations.

B. JOINT APPOINTMENTS

In addition to their primary appointments, faculty members may have joint appointments in other College of Medicine departments or in other University of Illinois colleges.

C. DOCUMENTATION REQUIREMENTS FOR APPOINTMENT/PROMOTION RECOMMENDATIONS TO THE ASSOCIATE PROFESSOR AND PROFESSOR LEVELS

In its review of recommendations for appointment and promotion, both the department level committee and the college Appointments, Promotions and Tenure committee shall consider in depth, candidates' achievements in relation to the criteria for the proposed rank. Required documentation for each candidate includes a description of past, current and proposed activities; achievements in the areas of research, teaching, service, and patient care; a minimum of three letters of review from scholars or professional specialists (preferably external to the university but may include senior clinical faculty at an affiliated institution); College and University summary forms; reprints of articles; and CV and bibliography. The outcome of reviews at the department and program level should also be included with the documentation. It is extremely important that detailed information on the accomplishments of each candidate for appointment or promotion be submitted at the time the initial recommendation is made. It is the responsibility of the Department Head to emphasize the importance of a candidate's contributions and achievements which he or she feels are of special significance. Documentation of excellence is required.

D. APPEAL OF PROMOTION DENIAL

In cases of a negative promotional decision, candidates have the opportunity to appeal the decision at the level it was made and an opportunity for a second level review of procedures. Information is available in Provost Communication No. 26.

Governing Body: Carle Illinois College of Medicine Appointments, Promotions, and Tenure Committee

History:

Created: B. Rowitz, MD, February 22, 2018

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B. Rowitz, MD, I. Moussa, MD, July 2021

I. Moussa, MD, September 2021

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Approved By/Date:

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